A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT AND STUDENT ENROLMENT AMONG THE GOVERNMENT SCHOOL STUDENTS OF DELHI BASED UPON HAPPINESS CURRICULUM

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

by

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Year *2023*

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Date:02/02/2023

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I hereby declare that the short synopsis entitled **A Comparative Study Of Academic Achievement And Student Enrolment Among The Government School Students Of Delhi Based Upon Happiness Curriculum** being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in the **Department of Education And Humanities** under the **School of Educaion and Humanities** of Manav Rachna University, Faridabad during the academic year 2023-2024.
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Dr. Tarundeep Kaur
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ABSTRACT

Education is a planned activity with certain goals in mind, such as knowledge transmission or the development of skills and character. We are effective in discovering new knowledge and technologies through this educational system, along with ongoing research and experimentation, but we continue to fail in assisting our next generation in rising beyond the evils of hatred, violence, greed, and other societal ills. It is implied that the goal of making them Honest, civilized and happy citizens is somewhere overlooked in making them Good engineers, Good teachers and Good professionals. Thus, the Indian Government realized the need to frame HAPPINESS CURRICULUM in Delhi in the year 2018 to raise upstanding citizens. The action is supposed to increase Student Enrolment and Academic Achievement. In this study, Academic Achievement and Student Enrolment will be compared before and after the introduction of the Happiness Curriculum. Multi-stage cluster sampling will be used because the data is extensive. The information will subsequently be gathered from the Government School where the Happiness Curriculum is being run. The next step will involve conducting the analysis using standardized statistical tools. Due to the novelty of the subject and the potential for analysis of numerous other elements, this research area has a very broad scope.

KEYWORDS; Happiness Curriculum, Academic Achievement, Student Enrolment, Government Schools.

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INTRODUCTION

Numerous and endless efforts were taken by the authorities to make our future generation acquainted with the subjects like Mathematics, Geography, Science, Language etc. by acquiring knowledge from the Present Education System. It is a well-known fact that through this education system, along with Research and Experimentation on a continuous basis, we are successful in opening up new doors of knowledge and inventions but, we are still unsuccessful in helping our future generation to live above the evils of malice, violence, greed or other societal evils. The Police or the Administration authorities responsible for maintaining decorum comes with their own limitations. Throughout this time, we only focussed on making our children good Engineers, good Doctors, good Lawyers, good teachers but the focus on making them good, responsible and honest citizens is somewhere lost.

So, our Education minister Mr. Manish Sisodia along with the honourable chief minister of Delhi, Mr. Arvind Kejriwal has realised the need to create happy beings and thus they took a new initiative by introducing "HAPPINESS CURRICULUM" in 0ver 1000 schools of West Delhi in the year 2018, for classes' nursery to 8^{th}.

The scope and Aim of curriculum is to:

- Instil self-awareness.
- Improve cognitive ability in the students.
- Stimulate good mental health, good character.
- Reduce stress and anxiety
- Prepare the students for their future generation.

The idea was developed by Delhi Deputy Chief Minister Mr Manish Sisodia, and was put in action by AAP (Aam Admi Party). Delhi, being an inspiration for Andhra Pradesh and Uttrakhand and now they are also working in the similar curricula. 40 professionals included teachers, education consultants, volunteers, senior officials from the directorate of education, NGO workers, state council of education research and training, came together for the designing of this happiness curriculum.

STATEMENT OF THE PROBLEM:

Education is needed to make children aware about themselves and be prepared for their future. The prime concern of education should be to create happy, satisfied and self-content children. It is also a well-known fact that being happy is the major concern behind all the activities we do in our lives. Happiness curriculum stimulates emotional development, social development, and cognitive development by working upon various sub-domains like Creative Thinking, Mindfulness, and Meditation etc. These activities will make them more confident and better learners. Once they will be better learners they will be in a position to score better and academic achievement follows. Also, with the continuous happiness in their lives students would like to come to school more often. The plight of private school children is such that they still have to struggle with those fixed set of curriculum-Maths, English, Hindi,

Science, Social studies etc. with little or absolutely no motivation to come to school. The happiness classes act as their motivator and students would love to come to school. As a result, the student enrolment ratio have increased.

RATIONALE OF THE STUDY

We often ponder the fundamental question, "What is happiness?"

In response, we state that happiness is the accomplishment of one's life's purpose. It encourages us to live. Sometimes it originates from within us, and other times it is brought about by pleasures from the outer world. When our wishes are satisfied, we are joyful. It could come in the form of enjoyable sensory experiences like listening to music or playing games, or it might come through fulfilling connections with others like love, affection, etc.

But are our kids really content? Children today are born and reared in a variety of settings. They expose themselves to a setting that is highly erratic and unpredictable. Furthermore, ongoing exposure to unrestrained electronic media, protracted use of screen Children have a very limited understanding of nature and the surroundings, and there is little to no sustenance for the mind, body, and spirit. All of these present major difficulties for the school administration, which also affects the students' academic progress and learning. According to a study done in 2013 by Kumar and others, India's suicide rate has reached an alarming level. Children are bringing a lot of stress to school, which has a significant impact on their learning and achievement. Long-term exposure to these stressors causes emotional and physical problems, which further interferes with learning and achievement for students. According to the 2017 World Happiness Report, India is one of the least happy nations, with a ranking of 122 out of 155. In 2018, that ranking dropped to 133. This serves as evidence in favor of the idea that our educational system is successful in producing content youngsters. Therefore, the need of the hour is to create schools and adopt curricula that, by making kids happy and content, would naturally lead to more learning and greater academic accomplishment.

Making students happy is one of the numerous goals for which education exists. Additionally, it has been found that children who are emotionally secure are better able to handle life's daily stresses. According to the 2015 World Happiness Report (Helliwell et al., 2015), students who attend schools that place a high priority on wellbeing exhibit higher learning outcomes. A recent study by Professor Alejandro Adler of The University of Pennsylvania (2016) in which more than 8000 pupils in 18 schools were randomly assigned to two different curricula, the Placebo curriculum and the Happiness curriculum ,The study came to the conclusion that students who participate in happiness programmes gain more and perform better academically.The four learning pillars that comprise UNESCO's "Fundamental learning principles" are as follows:

Learning to know: to more fully comprehend the complexities of the world and the future.

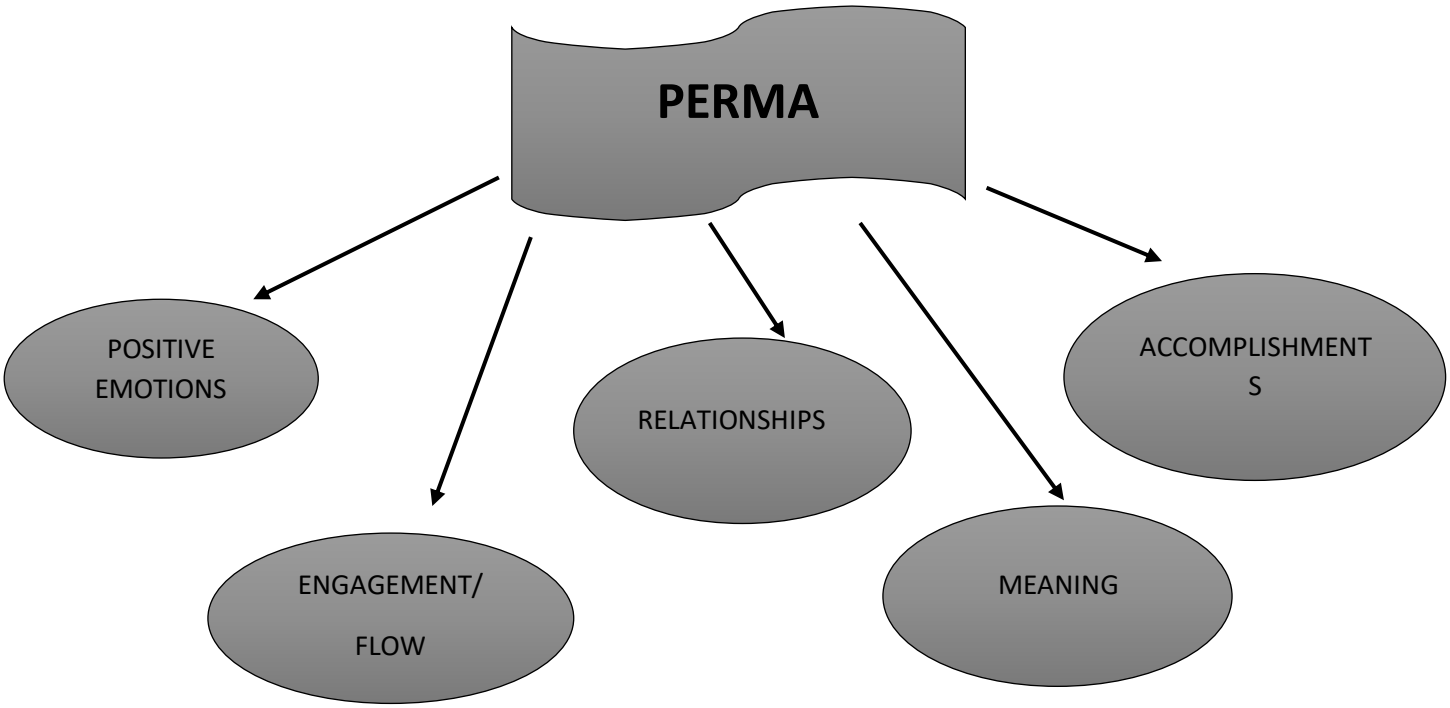
Learning how to: improving one's social interaction.

Learning to be: realizing one's full potential and being a better person in general.

Learning how to coexist peacefully and harmoniously with one another and with society.

Through these pillars, the happiness curriculum shows us the direction in which learning should be concentrated. Although, there are many reasons to teach happiness, but majorly these three as provided by Martin Seligman, the founder of positive psychology, (*Happiness Curriculum Is a 'Massive Success': Sisodia | Education News,The Indian Express*, n.d.) Demands more attention:

His PERMA model also requires attention here:



Thus, happiness curriculum is needed as it is an antidote to depression, it increases life satisfaction and it yields better academic results and creative thinking.

REVIEW OF LITERATURE

ACADEMIC ACHIEVEMENT:

Academic achievement determines the scope under which teachers', students' and institutions' short term and long term educational goals can be measured. Academic achievement, through academic tests, measures the skills that are needed to make them successful in a work environment. An academic achievement is represented by an individual's degrees, school's diploma degrees and that is commonly measured through continuous assessments and examinations. However, one is still uncertain that academic achievement will measure skills or facts. Academic achievement is an important developmental output because it provides manifold advantages in economic prosperity, physical and mental health.

In United States, congress passed a law in the year 1967 to create NAEP (national assessment of education progress) which serves as a nation's report card. These tests made sure that children are actually acquiring all the skills needed to be a skilful workforce. The content of the tests are devised by the various educationists, researchers, assessment specialities etc. these tests are conducted every year to assess the performance. however, the results of these tests should also needs to be as accurate as the result of the medical tests failing which, will leads to the inaccurate inference and ultimately inaccurate implementation of strategies. The use of such tests is now widely used throughout the world

The reasons for individual differences in academic performance are as follows:

* Prior knowledge of a child: a child with existing prior knowledge will tend to perform better. In order to get accurate results, the prior knowledge of every child should be same.

*Self-regulation: a self-regulated child will always perform better because he/she will be in a better position to plan and organise activities according to the deadlines.

*Motivation: various factors of motivation includes interests, self-efficacy, goals, and values. Out of these the major determinants that leads to variance in academic achievement includes interests and self-efficacy.

*high/low scores in iq tests and conscientiousness.

*mental curiosity of a child.

*home learning environment of a child.

* Parents academic socialization- the way parents react towards or take education as.

*parent's education

*First few years of child's life.

*child's physical activities- the more they are physically involved, the better their attention span and working memory will be. The various non-cognitive factors responsible for the same are:

Self-efficacy, motivation, self-control, emotional intelligences, expectancy and goal-setting theories. Moreover, extra-curricular activities have also yielded a high rates on academic performances. An I -e-o model given by *astin* in the year 1991 also considered academic achievement as one of the factors in describing the academic success. Academic achievement served as an output in the model along with student learning and persistence and retention.

Here, academic achievement is taken as an outcome that measures student's work depicted through their grades or CGP

STUDENT ENROLMENT:

Student enrolment is a process of registering one-self for any educational institution or an individual classes. The process of enrolling as a student involves signing up for a school or a specific course. This procedure guarantees attendance for a specific course or school. Any student enrolment process should be made more structured so that it will not only assist in identifying the best candidates but also in assisting those candidates in identifying better

institutions for themselves. Enrolling students allows everything to take place in one location, which should eventually result in an increase in enrolment. Procedures for enrolling students vary among universities. These are the fundamental actions:

Applications are requested for the same, a team is chosen to choose the pupils, and advertisements are posted on social media, in print media, and elsewhere. Students are then selected based upon Merit or any other procedure being laid down at initial stages.

An efficient enrolment system must plan intuitively, so that all the inquiries of prospects should be kept in mind beforehand. Over a period of time, automated follow ups are also proved to be an important factor in making the system quite effective. Moreover, prioritization of prospects on the basis of certain laid down parameters, marked its efficiency time and again. Lastly, we should always track the behaviour and communication of the respective prospects.

RELATIONSHIP BETWEEN HAPPINESS, ACADEMIC ACHIEVEMENT AND STUDENT ENROLMENT:

Over the years it has been felt, that factors affecting the academic performance of students are related to the knowledge that they possess and the information gathering. But, the researchers have proved that not only these rather they are also related to various motivational factors like values, beliefs etc. (Bassant, 1995). One of the factors influencing academic success is happiness. According to the studies, those who experience high levels of happiness are more engaged in their academic performance and the advancement of higher education. (Fritz, 1984). Community and Specially Education are concerned about the future of the individual, his successful development, and his standing in the community. They also anticipate that the individual will advance and progress in a variety of areas, including the cognitive dimension, skill acquisition, and development of skills and abilities, as well as the personality, emotional, and behavioural dimensions (Payizi, 2007). We get happy the moment we get inspired or motivated. There are now two sorts of motivation: extrinsic motivation and intrinsic motivation, which determine how happy we are. Extrinsic motivation refers to inspiration that comes from the outer world, but intrinsic motivation, which is the source of true happiness, comes from within. Students that are more motivated, whether intrinsically or extrinsically, perform better in school. Academic success can increase students' happiness and contentment. Students who are mentally healthy and have appropriate amounts of happiness perform better academically .Since happiness increases academic achievement, it should be taken into account when trying to raise student performance (Otaghi M, Sayehmiri K, Valizadeh R, Tavan H.Correlation between Happiness and Academic Achievement in Iranian Students: A Meta-Analysis Letter. Shiraz E-Med J.21 (3):e94277.) Physical and mental health are equally vital, and both should be taken seriously. The government has also prioritised mental health which will ultimately lead to children being happy. There are various policy measures taken by the government in the past which has already improved the student enrolment in the school, one such scheme was ‘Jagananna Amma Vodi’ scheme launched in Andhra Pradesh in the year 2018. It is believed that number of children have gone up by 7 lakh after the scheme has been launched.

Overall development, high-quality instruction, student counselling, the use of contemporary technology, decent sports facilities, well-ventilated seating areas, and positive student-teacher

interaction. All of these are significant determinants of student enrolment and academic success.

THE PRESENT STUDY:

The current study will now concentrate on the impact of brand-new "Happiness Curriculum" being implemented by the Delhi Government in the public schools. The study will concentrate on the influence or relationship, if any, between the variables: student enrolment, academic accomplishment, and a happy curriculum. The Government of India has in the past created a number of programmes to improve student enrolment and academic performance, and many of those policies have been successful. Now, this study will demonstrate whether the happiness curriculum was effective in the context of the specified variables.

OBJECTIVES OF THE STUDY

The following are the objectives of the area under this research:

- To study happiness curriculum introduced in the MCD schools of West Delhi.
- To study Academic Achievement in the MCD schools of West Delhi.
- To study Student Enrolment in the MCD schools of West Delhi.
- To study the differences in academic achievement before and after introduction of happiness curriculum in MCD schools
- To study the differences in student enrolment before and after introduction of happiness curriculum in MCD schools.

RESEARCH QUESTIONS:

- What is the meaning of Happiness Curriculum being introduced in the MCD schools of West Delhi?
- What is the meaning and concept of Academic Achievement?
- What is the meaning and concept of student enrolment?
- What are the differences in Academic Achievement before and after introduction of happiness curriculum?
- What are the differences in student enrolment before and after introduction of Happiness curriculum?

RESEARCH HYPOTHESIS

- There is no significant difference in Academic achievement before and after introduction of happiness curriculum.
- There is no significant difference in Student Enrolment before and after introduction of happiness curriculum.

DELIMITATIONS

IN THE PRESENT RESEARCH,

- Happiness curriculum, would mean the happiness curriculum being introduced in the mcd schools of west Delhi.
- Academic Achievement would mean the marks scored by the students in their final exams.
- Student Enrolment would mean the number of admissions in the school every year.

RESEARCH DESIGN AND METHODOLOGY

- The study of the educational process and its contribution in improving educational practises make it a research in education.
- As it focuses on the present and doesn't involve any manipulation, it will also be referred to as descriptive research.
- It will be a Mixed Method Research (both qualitative and quantitative)
- Qualitative as it will explore new ideas in the field.
- It will be quantitative since it will test hypotheses with data and statistics.

RESEARCH TOOLS

- Appropriate academic scores of the sample, three years prior to the introduction of happiness curriculum will be taken.
- Appropriate academic scores of the sample, three years after the introduction of happiness curriculum will be taken.
- Appropriate student enrolment data, three years prior to the introduction of happiness curriculum will be taken.
- Appropriate student enrolment data, three years after the introduction of happiness curriculum will be taken.

SAMPLING DESIGN AND TECHNIQUE:

- Schools will be selected using multi-stage cluster sampling as the population is large and widely distributed.
- There will be 6 MCD schools in total and 50 samples from each school will be chosen.
- In total there will be a sample of minimum 300 students.

DATA ANALYSIS:

The data will be analysed in 2 categories and 2 statistical tools will be used:

1. Academic achievement scores: The paired t-test should be employed because the data is expressed numerically and the average of the samples should be first extracted before being compared.
2. Student enrolment: The Chi-square test should be employed as the data here is in the form of frequency only.

IMPLICATIONS FOR THE FUTURE, LIMITATIONS AND GAPS

FUTURE IMPLICATION:

The scope of the research has been enormous given that the happiness curriculum was only introduced three years ago. On this subject, hardly many studies have been conducted. In addition, the curriculum's characteristics and subjects are so extensive that there is ample potential for future research. Academic success and student enrolment are the only two factors that have been compared in this study. Further study of the effects of the same is possible.

- There is still room for more research into the factors influencing academic accomplishment before and after the implementation of the happiness curriculum.
- Additional research on the causes of the increase or decrease in student enrolment following the implementation of the happiness curriculum can be done.
- The relationship between a happy curriculum and other factors like discipline, personality development, and so forth can be the subject of numerous study articles and research papers.
- Future studies may potentially include several additional topics from the happiness curriculum.

GAPS AND LIMITATIONS:

There aren't many researchers on the subject because it's so recent. Therefore, the researcher must rely on a very small amount of data. Additionally, the study exclusively compares outcomes before and after a certain policy; however, the reasons for this are still unclear. Additionally, the study only used two variables; more of these types of variables could be included to obtain a clearer picture of the independent variable.

SCHEME OF CHAPTERIZATION

The entire Thesis would be divided into five chapters:

First chapter would be Introduction.

Second chapter would comprise Literature Review.

Third chapter will include the Methods in the research study.

Fourth chapter would encompass Data Analysis, Interpretation and Discussion.

And the Fifth chapter would be devoted towards Summary and Conclusion which will be followed by Recommendation and limitation of the study.

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(FORMERLY MANAV RACHNA COLLEGE OF ENGINEERING)
NAAC ACCREDITED 'A' GRADE INSTITUTION)
Declared as State Private University under section 2f of the UGC act, 1956

YEAR 2023

ABSTRACT:

Education is a planned activity with certain goals in mind, such as knowledge transmission or the development of skills and character. We are effective in discovering new knowledge and technologies through this educational system, along with ongoing research and experimentation, but we continue to fail in assisting our next generation in rising beyond the evils of hatred, violence, greed, and other societal ills. It is implied that the goal of making them Honest, civilized and happy citizens is somewhere overlooked in making them Good engineers, Good teachers and Good professionals. Thus, the Indian Government realized the need to frame HAPPINESS CURRICULUM in Delhi in the year 2018 to raise upstanding citizens. The action is supposed to increase Student

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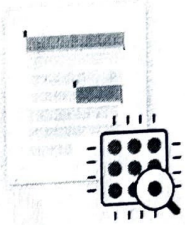

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The percentage shown in the AI writing detection indicator and in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was generated by AI.

Our testing has found that there is a higher incidence of false positives when the percentage is less than 20. In order to reduce the likelihood of misinterpretation, the AI indicator will display an asterisk for percentages less than 20 to call attention to the fact that the score is less reliable.

However, the final decision on whether any misconduct has occurred rests with the reviewer/instructor. They should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in greater detail according to their school's policies.

How does Turnitin's indicator address false positives?
Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be AI-generated will be highlighted blue on the submission text.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.

What does 'qualifying text' mean?
Sometimes false positives (incorrectly flagging human-written text as AI-generated), can include lists without a lot of structural variation, text that literally repeats itself, or text that has been paraphrased without developing new ideas. If our indicator shows a higher amount of AI writing in such text, we advise you to take that into consideration when looking at the percentage indicated.

In a longer document with a mix of authentic writing and AI generated text, it can be difficult to exactly determine where the AI writing begins and original writing ends, but our model should give you a reliable guide to start conversations with the submitting student.

Disclaimer
Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (it may misidentify both human and AI-generated text) so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.